



Be . Build . Become
Bloxham CE Primary School

ACCESSIBILITY POLICY & PLAN

This Accessibility Plan has been drawn up in consultation with and in accordance to guidance from the Local Authority, pupils, parents, staff and governors of the school.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Our six new values, our Bloxham Bs to take us forward in our journey are
Be diverse, equitable and inclusive ... show friendship
Be kind and compassionate ... show friendship
Be honest Be curious to learn (and ambitious to succeed)
Be supported to feel safe by being trustworthy and truthful
Be creative

Our vision for Bloxham CE Primary is that the school becomes central to its diverse community and for all members to feel included, valued and treated equitably. Nurture and the development of self-worth are fundamental to the Bloxham approach. By modelling kindness, compassion and honesty we support and encourage others to adopt these values. We believe that in supporting our pupils to feel worthwhile, in turn, we support them to feel safe, enabling them to be curious to learn, ambitious to succeed and have the confidence to be creative.

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Bloxham Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school.

We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

Financial Accessibility

The school aims to support all pupils to have equitable access to provision regardless of finances and will seek to put financial support in place for trips, educational visits and other additional experiences. For pupils accessing pupil premium this is likely to be the first port of call to subsidise opportunities but the school will also seek to access charitable grants and where appropriate additional government funding initiatives such as Sports Premium.

To support pupils where the provision of school uniform is a challenge the school and FoBPS hold a number of good quality second hand items which may be purchased for little or no cost.

Improving Physical Access

Target	Strategies	Timescale	Success Criteria
To be aware of the access needs of disabled children, staff, Trustees and parents/ carers	Ensure the school staff, governors and stake holders are aware of access issues ('access' meaning 'access to' and 'access from') Create access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process Ensure staff and Trustees can access areas of school used meetings Annual reminder to parents and carers through newsletter to let us know if they have problems with access to areas of school	As required	SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs. All staff, governors and trustees are confident that their needs are met. Continuously

	Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired Communication in print around school to help children's understanding and visual recognition.		monitored to ensure any new needs arising are met. Parents have full access to all areas of school PEEPs are prepared and reviewed as individual needs change
Maintain safety for visually impaired people	Check if any children have a visual impairment resulting in yellow paint being needed on step edges and other edges Check exterior lighting is working on a regular basis Put black/ yellow hazard tape on poles at end of play equipment to help visually impaired children, if appropriate Check flashing beacons that signal fire alarm activation regularly	Annually, and as new children join the school throughout the year	Visually impaired people feel safe in school grounds. Yellow edges and flashing beacons to be monitored as needed throughout the school year.
Lunchtime	Ensure children who need longer to eat lunch have more time during lunchtime and those who need quiet can eat in a smaller area such as the hub.	Daily	All children can access adequate time for lunch and adequate space
Ensure there are enough fire exits around school that are suitable for people with a disability	Daily health and safety checks of the school and its surroundings. Ensure staff are aware of need to keep fire exits clear	Daily	All disabled personnel and pupils have safe exits from school.
Whole School Evacuation	Ensure all children with physical disabilities can be safely evacuated from building in the event of an emergency (ensure all staff are aware of their responsibilities). Children to have PEEP's if needed.	Annually, and as new children join the school	All physically disabled persons can be safely evacuated.

		throughout the year	
Accessible car parking	<p>Disabled members of staff and visitors have a place to park in the staff car park near the playground gates into the school</p> <p>The gate into the playground can be opened to allow people with mobility issues/ wheel chairs to access the main school building</p>		There is a place for disabled members of staff and visitors to park throughout the school day

Improving Curriculum Access

Target	Strategies	Timescale	Success Criteria
Access to learning/ in class provision	<p>Review SEND children's access to curriculum within class sessions. Observations to be carried out within class to ensure children can access sessions and have access to equipment and adapted resources where needed.</p> <p>Ongoing monitoring from SENCO. Liaise with external professions to incorporate strategies and support within classrooms and around school with children who require specific equipment and adaptations.</p>	On-going	All pupils have equal access to a broad and balanced curriculum
All school visits and trips need to be accessible to all pupils	<p>Risk assessments to ensure that all children including children with physical disabilities can access trips. Ensure venues and means of transport are vetted for suitability</p> <p>Ensure staff are fully briefed with regards to children with SEND</p>	On-going	All pupils are able to access all school trips and take part in a range of activities
Review PE curriculum to ensure PE is accessible to all pupils	Review PE curriculum to include disability sports	Annually	All pupils have access to PE and are able to excel, for example via support from an adult

Ensure disabled children can take part equally in whole school events, lunchtime and after school activities	Ensure whole school events can be adapted to include all children Discuss with staff who run out of school clubs, and people running other clubs after school. Support would need to be available – especially after school Ensure there is a way of getting children with mobility issues/ wheelchairs to church	As required	Disabled children feel able to participate equally in out of school activities.
Ensure all staff have specific training on disability issues	Ensure all staff have specific training on disability issues	On-going	Raised confidence of support staff
Communication with Parents	Ensure parents have access to our SEN provision/SEN school offer currently on the school website. Ensure parents meet and can contact SENCO at any time. Parents meet regularly with SENCO to access further support and advice. o Ensure that the annual report to parents of SEND is accessible and informative for parents.	On-going	Parent/school communication is strong Parents confidently contact SENCO for support and advice.
Pupil Voice	Children are given opportunities to share their concerns, their views and their ideas. Adaptations are made as needed.	On-going	Children voice is heard and acted upon.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Access to Education for Pupils with medical needs
- Admissions Policy
- Promoting Positive Behaviour Policy
- Educational visits Policy
- Single Equalities Scheme
- Health & Safety Policy
- Home/School agreement
- Special Educational Needs/ Inclusion Policy
- School Improvement Plan

- School Mission Statement
- Staff Professional Development/Performance Management Cycle
- The Teaching and Learning Policy

The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly by the Local Authority. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans.

The Plan will be monitored through the Quality of Education Committee and Health and Safety Governor.

The school will work in partnership with the local education authority (and Diocesan Authority, where appropriate) in developing and implementing this plan and will adopt in principle the "Oxfordshire Accessibility Strategy, Access to Learning".

The Plan will be monitored by Ofsted as part of their inspection cycle.

NOTE: - The School is required to meet the requirements of the Disability Equality Scheme and publish their scheme.

Further guidance on the scheme is available on the DRC website: -

<http://www.equalityhumanrights.com/about-us/vision-and-mission/our-business-plan/disability-equality/>

